

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: Imperial	
1a.	Researcher: The Center for Applied Local Research (C.A.L. Research)	Phone: (51) 558-7930
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2. **Program Name:** TASS--Truancy Abatement and Safe Schools

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).”

TASS will provide: Intensive Supervision, intensive assessment, wider range of services, graduated sanctions, aggressive case management, and improved aftercare.

3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

3	Multi-disciplinary assessment to identify needs/plan interventions		Single point of entry/one-stop service center
	Day Reporting Center	2	Multidisciplinary case management
2	Community Resource/Service Center		Restorative Justice Program
3	Neighborhood based prevention activities		Victim mediation/restoration
1	Teen Court	3	Institutional commitment
	Neighborhood Accountability Boards	2	Transitional care
	Victim advocacy		Voice tracking
	On-site school	3	Community-oriented problem solving
1	Homework assistance	3	Reconciliation
	Language proficiency development		Rigorous academic program
3	Monitor truancy through contact with schools	2	Tutoring
3	Probation officers on site: Prevention		ESL instruction
1	Probation officers on site: Intervention	2	Educational incentives
1	Social skills development		Mentoring
1	Life skills counseling		Life skills training
	Youth leadership development		Swift and certain response
1	Parenting training - for youth	3	Emancipation skills training
1	Mental health counseling	2	Parenting training - for parents of youth
1	Family counseling	3	Sexual abuse counseling
1	Family counseling with involvement of extended family	2	Parenting counseling
	Family conferencing		Parental prosecution
	Family re-unification		Create multi-family support groups
	Respite care	3	CPS referral
	Family mentors		Medical services
1	Peer counseling		Physical therapy
3	Health education	3	Conflict resolution services
1	Conflict resolution training		Financial support
1	Anger management		Residential care
	Finance management training		Clothing
3	Housing and food	3	Use of probation volunteers
	Expedited case assignment and management	1	Vocational counseling
	Community based restorative justice		Employment
	Vocational training		Community service – paid
3	Job placement	3	Community service – unpaid
3	Pay restitution	2	Transportation
1	Intensive probation supervision	3	Behavioral contract
4	Probation supervision, not intensive		Speech therapy

2	Recreation activities		Outreach workers
2	After school programs		Other (Specify):
3	Crisis intervention		Other (Specify):
3	Electronic monitoring		Other (Specify):
2	Alcohol abuse counseling and support		Other (Specify):
2	Substance abuse counseling and support		Other (Specify):
3	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

TASS will utilize: True Experimental Design: random assignment of research subjects from eligible pool to treatment (experimental) and control groups. The main hypothesis is that, relative to the control group, the treatment group will demonstrate statistically significant program effects in the expected direction.

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input checked="" type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input checked="" type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.
NA
5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
<input type="checkbox"/>	No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

N/A

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

At risk and delinquent youth ages 11-17 in target communities of Calipatria, Westmorland, and Niland.

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., “high risk” as measured by the XYZ risk assessment instrument, a score of “X” on the CASI, etc.).

N/A

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below**, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	80		80
Second Year	110		110
Third Year	55		55
Total	245		245

Unit of Analysis (Check one)			
<input checked="" type="checkbox"/>	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

8. **Key Dates:**
- “Program Operational” is the date that the first treatment subject will start in the Program.
 - “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
 - “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: 7/1/99

Final Treatment Completion Date: 1/30/02

Final Data Gathering Date: 6/30/02

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

TASS will match the treatment and control groups by gender, ethnicity, probation status, and school status. We will also collect information on Length of Stay in the Country.

9a. After each characteristic listed above, describe how it will be measured.

Gender: Male/Female;

Ethnicity: White, Hispanic, African American, Native American, Asian/Pacific Islander, and Other;

Length of Stay: Less than 3 year, and more than 3 years; and

Probation Status: On Probation, and not On Probation

9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

If over the course of the three years, we were not able to recruit comparable number of matched subjects for treatment and control groups, we way exclude them from our analysis. For example if we had only seven subjects for category of Other ethnicity, we will exclude them from our study. Another problem could arise if for example, the total number of the youth not On Probation remains very small (relative to the youth On Probation). We anticipate that the proposed sample in our County will include less females than males, more Hispanic than Non-Hispanics.

9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

NA

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

The comparison/control group will be randomly selected from the same subject pool as the treatment subjects.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

Initially, the PO will assess all referred youth regarding school grades, attendance, disciplinary actions, gang involvement, etc. to determine eligibility. Next, Mental Health staff will conduct psychological and substance abuse assessments. If additional assessments are necessary, we will refer the clients to other service providers. The next step will be a more detail follow up interview with client by the Probation Officer and mental health staff to determine the nature of the interventions.

11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

None

11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

PO will use the same assessment tools to arrive at our eligible pool of participants.

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

Referral source: School officials, law enforcement officers, and judges; having been declared a ward; having a first petition filed; history of substance abuse; gang affiliation; formal probation; informal probation pursuant to W & I Code Section 654; and history of emotional problems; community members; and parents.

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

Same that above

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

NA

Variable	Score/Scale	Additional Information	Significance Test
GPA	GPA		t-test
School Attendance	# of days	# of days attended/# of eligible days	Non-par rank order
Truancy	# of days	# of days truant/# of eligible days	Non-par rank order
Successful completion of Probation	Rate of success		t-test
Restitution	\$ amount	paid restitution/total restitution amount	Non-par rank order
Community Services	# of hours	# of hours performed/ total hours	Non-par rank order
Behavioral Health	Rate of Success		t-test
Drug and Alcohol Sobriety	ASI Youth		ANACOVA
Extra-Curriculum Activities	# of hours	Participation in Activities	t-test

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.

GPA; school attendance; truancy; successful completion of probation, restitution, community service; and drug and alcohol sobriety.

15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.

GPA score; number of days attended divided by number of eligible school days; rates of arrest; number of days truant divided by number of eligible school days; rate of successful completion of probation, restitution, and community service; Addiction Severity Index (ASI) Youth. Behavioral Health Intake and Follow-up Assessment.

16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying “additional information” is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.

We will explore the differences in our main outcome measures for ethnicity, gender, recent immigrant vs. youth born in the US, and age groups 11-14 and 15-17

- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.

Substance abuse counselors will use ASI Youth, their local intake tools, and treatment completion criteria to assess the subjects. Behavior Health counselors will use their Intake Assessment for diagnosis, follow-up data, and treatment completion criteria to assess the subjects.

17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

See Table 13a for details--t-test; non-parametric rank order; ANACOVA models.

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
✓	Risk Factors	✓	✓
✓	Time to Complete Risk Assessment		
✓	Arrest/Referral (any)		✓
✓	# of Arrests/Referrals		✓
✓	Type(s) of Arrest(s)/Referral(s)	✓	✓
✓	Petitions Filed (any)		✓
✓	Sustained Petitions (any)		✓
✓	# of Sustained Petitions		✓
✓	Type(s) of Sustained Petition(s)	✓	✓
	Adult Convictions (any)		
	# of Adult Convictions		
	Type(s) of Adult Convictions	✓	✓
✓	Institutional Commitment (any)	✓	✓
✓	# of Institutional Commitments	✓	✓
✓	Commitment Time	✓	✓
✓	Completion of Institutional Commitment	✓	✓
✓	Restitution Ordered	✓	✓
✓	Restitution Amount	✓	✓
✓	Restitution Paid	✓	✓
✓	Amount of Restitution Paid	✓	✓
✓	Court-Ordered Work	✓	✓
✓	Court-Ordered Work Hours	✓	✓

✓	Court-Ordered Work Completed	✓	✓
✓	# of Court-Ordered Work Hours Completed	✓	✓
✓	Court-Ordered Community Service	✓	✓
✓	Court-Ordered Community Service Hours	✓	✓
✓	Court-Ordered Community Service Completed	✓	✓
✓	# of Court-Ordered Community Service Hours Completed		✓
✓	Education-Enrollment Status	✓	✓
✓	Education-Grade Level	✓	✓
✓	Education-Credits Earned	✓	✓
✓	Education-Grade Point Average	✓	✓
✓	Education-Expulsions	✓	✓
✓	Education-Suspensions	✓	✓
✓	Gang Involvement	✓	✓
✓	Alcohol Use	✓	✓
✓	Drug Use	✓	✓
✓	Runaway	✓	✓
✓	Wardship Status	✓	✓
✓	Informal Probation Status	✓	✓
✓	Contacts with Probation Officer	✓	✓
✓	Family Functioning		✓
✓	Self Esteem		✓
✓	Use of Community Services	✓	✓
✓	Self-Protective/Avoidance Behavior		✓
	Client Satisfaction		
✓	Family Attitudes		
	Social Skills		
✓	Pregnancy/Child Birth Rate		✓
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
✓	Referrals to Community Agencies		✓
	Other (Specify):		
	Other (Specify):		

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

PO will interview school officials, parents, and community members.

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

PO will conduct satisfaction survey of teachers, parents at the intake and at the six month follow-up. Program staff will collect “Dose” data on services provided to both treatment and experimental groups on a monthly basis. C.A.L. Research, the evaluator, will develop a database in Microsoft Access97 and deliver to TASS program for data entry. C.A.L. Research will conduct data analysis semi-annually.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

PO will be responsible for collecting process and outcome data from school officials, community members, parents, mental health and substance abuse counselor, and the official County records.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

There will be a minimum of six months requirement to complete the program. But if after six months the participant does not show any improvement, and time could make a difference, it will be an extension of time based on three-month increments (9 months, 12 months, etc.) Time will be extended after a reassessment through the collaborative review team of school personnel, probation and local law enforcement representatives. The collaborative review team will determine when a minor has successfully completed by reviewing school attendance, completion of designated self-help programs assigned to by the collaborative team and that the probation terms have been adhered **to responsibly** by the minor. The review team will also credit the minor's performance in the programs they have participated in such as extracurricular activities in school, in city programs, and/or jobs in determining their successful completion. The program will refer students during the summer to available community programs.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

When a minor is found unfit, pursuant to Section 707 (a) or (b) of the Welfare and Institutions Code, they will be deemed terminated, as they will be processed in the adult court. If after the initial six months of admission to the program, the participant does not show any sign of improvement the collaborative review team would consider discharging the participant from the program. Additionally, if a minor is sent to placement for six months or longer by the court, they will be terminated. Further, if the minor moves from Imperial County or dies, their case will be terminated.